











Indiana K-6 Reading Framework

LEADERSHIP

	 Reading Goals	 Instruction	 Assessment	 Leadership	 Professional Development	 Commitment
 Schools						

Guiding Principles:

- ☒ School administrators and leadership teams work collaboratively to establish a coherent plan for effective reading instruction for all students.
- ☒ School administrators and leadership teams make reading achievement at grade level or above a priority for *all* students.
- ☒ School administrators and leadership teams understand the key elements of reading instruction as well as the expected reading standards, assessments, and instructional program and materials.
- ☒ Leadership is distributed and nurtured at many levels—principal, mentor, coach, grade-level teams, and the Reading Leadership Team—in order to establish and sustain the instructional coherence and structures necessary to enable all students to read at grade level or above.

The role that effective school leadership plays in raising student achievement is well documented in research. Studies cite the importance of a committed and knowledgeable leader to drive instructional improvement and maintain a focus. In fact, in interviews with 20 superintendents regarding their districts' most effective strategies for school improvement, 18 cited the principal's role as the top strategy that made a difference.¹ A study of schools that *Beat the Odds* identified leadership as having a "strong direct influence on the school environment and professional community, which, in turn, directly affected instruction."² In particular, this study found that when school leaders promote a vision of high achievement for all students, create a more orderly environment, share leadership, and clearly articulate goals and expectations, low-performing schools made great gains.³ School level leadership will be most effective when the State Education Agency (SEA) and Local Education Agency (LEA) provide a coherent system of support and work closely with school leadership to implement the Indiana K-6 Reading Framework.

Leadership Fosters a Coherent and Coordinated Plan

To ensure that the Reading Plan is clear, consistent, coherent, and fully implemented, the principal and Reading Leadership Team must work together; without a coordinated effort, the plan is less likely to be effective.⁴ In a distributive leadership model, where multiple people have responsibility for implementing the Reading Plan, ongoing and clear communication is vital. The overarching vision, beliefs about reading, knowledge of proven practices, and understandings of the critical reading elements must be shared and aligned. If one member of the leadership team, for example, believes fervently in a less systematic or more holistic approach while others support scientifically-based reading research, staff will be confused and will receive mixed messages. Thus, the first task of the Reading Leadership Team is to develop all aspects of the

¹ EdSource, 2006

² Apthorp, Englert, Barley, Lauer, Gamache, Van Buhler, & Martin-Glenn, 2005.

³ Same source as above.

⁴ Meltzer, 2006; Torgesen, Houston & Rissman, 2007

plan and communicate in one voice. The leadership team also works with the principal to develop a schedule that maximizes and protects reading instructional time, allocates necessary resources and personnel to meet the needs of all students, and ensures that instruction for special populations (Special Education, Title 1, English learners, High Ability) is coordinated with the general reading instruction and the tiered Response to Instruction plan. The principal and leadership team must also work with teacher teams to find and protect time for grade-level teams to meet and collaborate in order to use assessment data effectively to design and implement high-quality reading instruction that meets the needs of all students (see Commitment section).

Leadership Prioritizes Reading Achievement

School-level leadership must respond to many issues at the school. The principal must ensure that day-to-day operations are smooth, discipline is maintained, parents are involved and welcome, and staff is supported. However, the central priority of the school leadership must be instruction, and in particular, reading instruction.⁵ School leaders sometimes find that other initiatives impede their ability to focus solely on reading. Therefore, the SEA and the LEA have to be equally focused in maintaining the achievement of reading goals as their priority.

With the expectation that all students will meet or exceed reading goals, the Reading Leadership Team should regularly review student progress and monitor and evaluate implementation of the Reading Plan and provide support to the staff to communicate information about students who are not meeting specific goals, identify areas for growth that may require additional focus, and recommend specific interventions. Similarly, the Reading Leadership Team should monitor high achieving, above

In a study of high-poverty schools that out-performed similar schools, teachers and principals identified a shared and focused vision of high expectations for student achievement as a crucial factor.

-EdSource, Similar Students, Different Results, 2006.

⁵ Haynes 2007; Torgesen & Miller, 2009

grade-level students to ensure they continue to grow and their performance does not lag due to boredom or lack of challenge.

As the Reading Leadership Team studies results, they should regularly present information about possible reasons students did not meet reading goals and lead discussions about the variables that the school staff can alter. These variables may include schedule or grouping changes, reallocation of time, the acquisition of different or additional instructional materials, and professional development. In many cases, weak or incomplete implementation of the core reading program may be the root cause of a lack of student learning. More likely, a combination of variables may be impacting student reading achievement. Effective school leaders will facilitate the determination of the impediments to student achievement and develop a plan to address those problems. The case study that follows describes how one school's leadership team prioritized its reading goals based on data.

At the first screening test, 82% of the students in grade 2 performed at low risk on the DIBELS Oral Reading Fluency measure. However, by the second assessment, only 74% remained at low risk, while the number of moderate risk or high-risk students increased. When the leadership reviewed data from coaching logs, pacing charts, and principal observations, it became evident that most students in grade 2 were not receiving the full 90 minutes of required reading instruction, and students were behind. To address this issue, the Reading Leadership Team met with second grade teachers and helped them rework their schedules to maximize reading time. Additionally, for the remainder of the school year, all the second grade teachers used the DIBELS progress monitoring measures at least monthly (or more frequently with those identified as moderate or high risk.) Each week the coach worked closely with the second grade team to solve scheduling challenges and check in on how well the revised schedule was working. At weekly grade-level meetings, the teachers, the principal, and the coach reviewed program assessment data and data from the most recent DIBELS measures. Within a relatively short time, by making simple structural adjustments, almost all students were back on track.

If most students are meeting or exceeding reading goals and it is apparent from other data that reading instruction is of the highest quality, then the focus for the school leadership is on reinforcing and celebrating the instruction and results while assisting with students who are not meeting goals. When most students are reaching goals, the leadership can spotlight effective practices. Teachers will then serve as models for others to observe. By recognizing and celebrating the hard work that results in large numbers of students meeting targets, the leadership is communicating the central importance of effective instruction and also acknowledging that teachers make the difference.

When a school succeeds in raising the reading achievement of most students, the leadership shifts its focus to raising the achievement of the students who are not yet attaining reading goals. In addition, the leadership can champion even more ambitious targets for students who have met reading goals including the development of more complex cognitive reading behaviors. For example, using the previous case study, once most second graders are reading with an adequate level of fluency and with strong comprehension, the teachers may decide to raise and expand the learning goals, while focusing relentlessly on the students who are not yet attaining reading goals. The school leadership should support the vision of struggling students becoming proficient readers and good readers becoming outstanding readers.

Leadership Is Knowledgeable about SBRR, Reading Instruction, Standards, Assessments, Programs, and Materials

The school principal and the leadership team must be knowledgeable about what the research indicates is necessary for effective reading instruction. This means they need to understand the five components of scientifically-based reading research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They must understand when and how those components are to be taught, what appropriate goals are for various times in the year in each grade for each component, what effective instruction includes, and what steps should be taken if students are not developing the important formative skills that will lead

to attainment of reading goals. The leadership team needs to thoroughly understand the Indiana K-6 Reading Framework. The leadership team must understand how the reading standards, assessments, and instruction should work together to ensure all students become proficient readers. The leadership team must understand Indiana's Academic Standards, Common Core State Standards, and student performance expectations. The leadership team needs to know the assessment system thoroughly, including what measurements are used, how and when to administer the measures, what the results mean, and how to use the data to make purposeful instructional and professional development decisions. Finally, to effectively support teachers and monitor program fidelity, the leadership team needs to know effective reading instruction and deeply understand core, supplemental, and intervention reading program materials and routines. The six sections of the Indiana K-6 Reading Framework provide guidance for developing and implementing schools' Reading Plans that are grounded in data and address the needs of all students.

Ultimately, the principal is the instructional leader of the school and is responsible for the implementation of effective reading instruction and results. The principal must ensure that the Reading Leadership Team develops expertise in all aspects of the framework.⁶

By possessing a thorough and deep knowledge of reading instruction and the school assessment plan, the principal and team members will be equipped to make informed instructional decisions. Armed with this knowledge, the principal understands the importance of scheduling screening assessments early so that groups can be formed in order to initiate differentiated instruction promptly. The informed principal also understands the importance of assigning the most effective reading teachers to work with the students who have the greatest need for intensive intervention.⁷ A knowledgeable principal will also understand that

⁶ Leithwood et al., 2004; NASBE, 2006

⁷ Gersten et al., 2009 (Nicole: Gersen, R., Compton, D., Connor, C. M., Dimino, J., Santora, L., Linan-Thompson, S. & Tilly, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. (NCEE Publication No. 2009-4045). Washington, DC: U.S. Department of Education.)

for teachers to deliver instruction well, they need high-quality professional development and ongoing support.

Leadership Is Distributed and Nurtured at Many levels

Effective leaders regularly communicate, collaborate, and foster distributed leadership in order to ensure high achievement for all students. As instructional leaders, principals are expected to transform schools “into learning-centered organizations by focusing them on student learning.”⁸ However, they cannot do this alone. By nurturing and developing leadership among different individuals, the school principal not only ensures that the full range of leadership tasks can be accomplished, but promotes a sense of shared responsibility for student reading achievement. Two principles guide effective school leadership.

- Leadership is distributed among different individuals within the school to increase the likelihood that important instructional tasks are completed.⁹
- Leadership tasks are identified as functions to be performed by a team rather than the role of single individuals. The school’s Reading Plan articulates a blueprint for how the essential instructional leadership functions are carried out (see Commitment Section). Regardless of personnel changes or changes to positions, the critical functions necessary to ensure implementation and sustainability of an effective reading plan should remain in place. The chart below lists functions necessary to implement an effective reading plan.

⁸ Knapp, Copland, & Talbert, 2003 (Nicole: Knapp, Michael S., Michael A. Copland, and Joan E. Talbert, *Leading for Learning: Reflective Tools for School and District Leaders*, Seattle, Wash.: Center for the Study of Teaching and Policy, University of Washington, February 2003.)

⁹ Leithwood, Seashore Louis, Anderson, & Wahlstrom, (2004). “How leadership influences student learning”

Functions to Implement a Strong Reading Plan	Actions that Promote Sustainability
1. Provide leadership and establish a strong reading culture	
Leadership function	<ul style="list-style-type: none"> ▪ Job descriptions ▪ Supervision plans ▪ Distribution of tasks ▪ Opportunities for training and support ▪ Plan of succession to address staff turnover ▪ Use reading-based hiring practices for screening, interviewing, and selecting new staff
Reading culture support function	<ul style="list-style-type: none"> ▪ Regular communication of priorities and progress to staff ▪ Acknowledgement of staff efforts ▪ Schedules, committees, resources aligned to promoting effective reading practices ▪ Ongoing supervision and support ▪ Time for collaboration, learning, and planning within and across grades
2. Provide the conditions that result in high-quality, research-based reading instruction for <i>all</i> students	
Curriculum function	<ul style="list-style-type: none"> ▪ All necessary materials are readily available ▪ All staff are trained on the core, supplemental, and intervention programs used ▪ Curriculum is explicitly planned, sequenced, and aligned to standards grade by grade ▪ Curriculum is monitored for fidelity ▪ Internal program experts provide ongoing support
Instruction function	<ul style="list-style-type: none"> ▪ Support and supervision of ALL staff for high fidelity implementation ▪ Frequent formative assessment data drives planning and instruction ▪ Additional targeted daily instruction for strategic (tier 2) and intensive (tier 3) students ▪ Grade level teams meet 1-2 times monthly to review and adjust ▪ Follow-up monitoring
Time management function	<ul style="list-style-type: none"> ▪ Provision of adequate training and collaboration time ▪ Schedules designed with reading as the priority—protected, sufficient, and monitored ▪ Swift implementation of differentiated instruction
Professional development function	<ul style="list-style-type: none"> ▪ Staff trained to use programs ▪ Staff trained to teach differentiated instructional groups ▪ Staff trained to administer assessments and use the data ▪ Teachers new to school provided ongoing training and support ▪ Training needs identified from data and differentiated by position and need ▪ Adequate time for professional development
Coaching and support	<ul style="list-style-type: none"> ▪ Adequate support allocated using coach, peer, teacher leader ▪ Coaching support differentiated by need and linked to student progress data ▪ Staff acknowledged for efforts ▪ Guidance provided to grade-level teams in use of data to guide instructional decisions

Each member of the leadership team performs various aspects of the functions listed above. The specific responsibilities that leaders in different roles perform follow.

Principal Responsibilities

Clearly, the principal is responsible for establishing the organizational structure, schedules, and resources for providing effective reading instruction. Ultimately, the principal is accountable for ensuring that all elements of a school's Reading Plan are well implemented and consistent with the Indiana K-6 Reading Framework. The following chart outlines key responsibilities of the principal.

Function	Description
Facilitate instructional planning	<ul style="list-style-type: none">Principal designates time for teacher collaboration and planning.¹⁰Principal participates actively in early planning sessions to review screening data and plan use of core, supplemental, and intensive interventions.
Make data-based decisions	<ul style="list-style-type: none">Principal understands how to interpret formative and summative reading assessment data and helps guide instructional decisions using the data.Principal reviews progress-monitoring data to determine whether individuals or groups of students are making sufficient progress and whether data indicates the need for professional development.Principal works with school teams to review and interpret outcome data (summative) to gauge overall program effectiveness.Principal uses data from all assessments to make overall decisions and to review schedules, materials, grouping, standard decision-making rules (see Assessment Section), intervention plans, quality and fidelity of implementation, professional development, and instructional delivery.¹¹
Observe and monitor reading instruction	<ul style="list-style-type: none">Principal knows what reading instruction should look like by observing master teachers and working with external and internal experts.Principal observes instruction to monitor implementation and delivery and uses the information obtained to support teachers' effectiveness.Principal dedicates frequent and regular time to in-class observation to demonstrate that reading is a priority.Principal communicates that the purpose of instructional observations differs from supervisory observation/evaluation.Principal varies frequent structured walk-throughs (5-10 minutes) with longer observations based on need and focus (see resource in endnotes).ⁱPrincipal communicates what she/he will "look for" during observations.Principal works with the Reading Leadership Team or coach to identify schoolwide "look fors" based on implementation plans/issues.

Sample "Look Fors"

"Look Fors" for my next classroom observations:

1. Sound-spelling cards are clearly visible and in correct order
2. Corrective feedback is concise and prompt
3. Checking for understanding is evident
4. Students respond in complete sentences with sentence frames to support English learners

¹⁰ Herman et al., 2008

¹¹ Biancarosa, & Snow, 2006

Following observations, it is important that the principal provides prompt feedback. Supportive feedback should be specific, positively framed, and student focused. For feedback to be received well, it needs to be clear, professional, and respectful. An example of written feedback follows based on the “Look Fors” noted above.

Written Feedback to a First Grade Teacher

Maintain

- Students were able to see and use the sound-spelling cards as they sounded out words.
- Students responded in complete sentences with careful prompting by you.

Refine

- It is important that students get short, corrective feedback right at the point of error and that you check them for their understanding of a task before moving on.

Because a principal may rely on a coach, teacher mentor, or lead teacher to work closely with teachers on instructional strategies, the principal and coach must align their observations in order to avoid giving teachers conflicting messages.

Reading Coach Responsibilities

Recent research indicates that a reading coach can make a difference in a school's overall reading program effectiveness; in fact a study of 17 east coast schools indicated that literacy coaches working with teachers boosted student achievement by as much as 32% over three years.¹² The research of Joyce and Showers and others view coaching as a vital component of professional development.¹³ The purpose of the reading coach is to support teachers in improving reading achievement. In their roles, reading coaches observe instruction and provide feedback, collect data on students and teachers, and

¹² Viadero, 2010

(<http://www.edweek.org/ew/articles/2010/05/04/31literacy.html?tkn=UONFrEbwD1kIXF2Yl8jJP9bnveX6913kVYB6&cmp=clp-edweek>). Coaching of Teachers Found to Boost Student Reading. Education Week. May 8, 2010 Web)

¹³ Sowers & Joyce, 1996; Neufeld & Roper, 2003; IRA, 2006; Bean, 2008

advise and support teachers on improving their instruction. At different times, the school reading coach may be an instructor, a planner, a collaborator, a data or curriculum expert, or a problem solver. These duties can be distributed among members of the Reading Leadership Team, but they are most efficiently coordinated by an individual reading coach. The three major functions of a coach are identified in the chart below.

Function	Actions
Support for robust reading instruction	<ul style="list-style-type: none"> • Observing • Lesson modeling • Co-teaching • Providing feedback • Collaborative planning of curriculum and instruction
Implementation of the school's Reading Plan	<ul style="list-style-type: none"> • Monitoring of specific measurable goals • Training on reading assessment administration • Monitoring of prompt data entry • Providing intensive professional development on core, supplemental, and intervention programs • Facilitating and supporting grade-level/ team collaboration meetings
Facilitation of data analysis and use of data	<ul style="list-style-type: none"> • Facilitating data study at grade-level/team meetings • Using data to make instructional decisions

The school should select a coach based on expertise as a classroom teacher and the ability to establish rapport with other staff members. However, to be effective the reading coach needs to receive extensive professional development, including coaching skills such as active listening and providing feedback.¹⁴ Coaches need in-depth understanding of the selected core reading materials, curriculum development, the key elements of reading instruction, the critical attributes of high-quality instructional delivery, and the specific reading assessments the school uses, how to use the data to make instructional decisions, and how to plan professional development based on data and observation. Since the relationship between a coach and the teachers is critical to effective coaching, focusing on what students need rather than on what teachers should do differently is the most productive approach. Maintaining

¹⁴ Bean & Eisenberg, 2009

positive communication and a supportive attitude are keys to fostering a productive working relationship.

Ideally, coaches should not have direct teaching responsibilities other than to model lessons for teachers. Having to teach a classroom or student group hinders the coach's ability to observe reading instruction, provide support to teachers, and fulfill the other functions that are part of the coaching role. To assist the coach in keeping track of responsibilities and the support provided to teachers, coaching logs are useful. They can also document how coaching time is used. Because the coaching role requires availability and prompt communication, it is also important that a coach not be assigned to handle clerical tasks, such as ordering and distributing materials.

Since the job of a reading coach is challenging, it is important that the principal provides strong support to and serves as an advocate for the coach and the importance of the coaching function. The principal must communicate to the staff the purpose of the coaching role, what the coach will be doing, and how the coach's actions will support the teachers to be able to improve reading achievement. By removing obstacles to the coach's success, and by working as a team, the principal increases the likelihood that the school will raise the reading achievement of all students.

Grade Level Team Responsibilities

In an elementary school, grade level colleagues often work together. To implement the Reading Plan, grade-level teams must establish improved reading achievement as their focus. A grade level team includes all the teachers in the grade and important support staff (e.g., specialists, school psychologist, reading coach, instructional assistants, when appropriate). In order to ensure that regular grade-level meetings take place, the principal must create a protected schedule that enables all necessary participants to attend.

Grade level meetings focus on planning curriculum and instruction using formative and summative assessment data to make instructional decisions about materials, resources, and practices. At the beginning of the year, grade level

teams examine the screening data to determine the instructional support needs of each student (see Instruction section). As a result of this screening review, the grade level teams may make adjustments to the school's Reading Plan and also design student support plans based on needs. Such plans should include added support or intervention that will be provided to the student, materials to be used, who will provide it, where it will be provided, and when it will be provided. Individual support plans should also include the frequency of progress monitoring, the assessments that will be used, and how reading instruction will be coordinated with the classroom teacher and any specialists working with the students.

Grade-level teams should also assess the current state of implementation of the school's Reading Plan. The grade level team works together to strategize ways to improve implementation and effectively communicate its plans and ideas with the Reading Leadership Team. In order to keep track of grade level decisions and report back to the principal and coach, grade level teams should record their decisions and recommendations. Team Meeting Report forms and Grade Level Action Forms can serve this purpose.

At the end of the school year, grade level teams meet to review all of their data from all tiers of reading instruction. They calculate the percent of students who met summative reading goals within and across all tiers. The results of this analysis from every grade can be used in a school-wide Data Summit (see Commitment Section) to enable the staff to discuss the effectiveness of their materials, instructional delivery, and interventions in order to make decisions about curriculum and professional development modifications. The degree of modification should be proportionate to the data. In a grade where 90% of the students met end-of-year goals, modifications should be few and targeted at those students who are not meeting goals. However, in a grade where only 50% of the students met end-of-year goals, the staff will need to make significant modifications. The following table shows a Summary of Goal Attainment template one school used at their Data Summit to make decisions about changes to their Reading Plan.

Summary of Goal Attainment

Grade and Reading Skill	Percent Meeting Goal End of Prior Year	Percent Meeting Goal End of This Year	Percentage Increase/Decrease (+ or -)	Percent Not Meeting Goal End of Prior Year	Percent Not Meeting Goal End of This Year	Percentage Increase/Decrease (+ or -)
Kindergarten Phonemic Awareness	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
Kindergarten Word Reading	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
1 st Grade Word Reading	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
1 st Grade Oral Reading Fluency	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
1 st Grade Text Reading Comprehension	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
2 nd Grade Oral Reading Fluency	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
2 nd Grade Text Reading Comprehension	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
3 rd Grade Oral Reading Fluency	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
3 rd Grade IREAD	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
3 rd Grade ISTEP+	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
4 th Grade Oral Reading Fluency	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
4 th Grade Comprehension	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
4 th Grade ISTEP+	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
5 th Grade CBM Maze	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
5 th Grade Comprehension	____% ____/____	____% ____/____		____% ____/____	____% ____/____	
5 th Grade ISTEP+	____% ____/____	____% ____/____		____% ____/____	____% ____/____	

Reading Leadership Team Responsibilities

In an elementary school, the Reading Leadership Team may consist of the principal, coach, specialists, school psychologist, and grade level representatives. This team meets regularly at planned times. The Reading Leadership Team has three main functions:

- ☑ **Maintain the focus on the overall implementation of the Reading Plan** by monitoring core instruction and interventions for students who are not reading at grade level, and ensuring that the needs of all students, including high performing students, English learners, and special education students are being met.
- ☑ **Analyze data on student reading performance and recommend modifications** by establishing an action plan and communicating its importance to the staff.
- ☑ **Help grade-level teams solve challenging problems** by determining whether they result from a need for focused professional development, inadequate materials, insufficient time for reading instruction, or from a lack of intensity of intervention.

The actions taken by the Reading Leadership Team will change depending on the time of year. The following table shows a sample of activities.

Time of School Year	Reading Leadership Team Focus
Beginning of year	<ul style="list-style-type: none"> • Collect screening data from each grade level. • Collect each grade's plans for instructional support for all students. • Review support and intervention plans. • Establish professional development and support plans for school, grades, or individuals based on data. • Review materials, schedules, and staffing.
During the year	<ul style="list-style-type: none"> • Meet regularly to review formative data, coaching logs, and plans for instructional support. • Review status of implementation of the Reading Plan. • Review adequacy of support for teachers and adjust coaching plans. • Review grade-level team reports and make necessary adjustments in the reading plan as needed.
End of year	<ul style="list-style-type: none"> • Evaluate overall effectiveness using end of year achievement data pertaining to goal attainment. • Evaluate effectiveness across all tiers of instruction, in all grades, and in all classrooms. • Make decisions about what practices, materials, resources, or schedules need to be maintained and what modifications may be necessary. • Schedule necessary professional development before the next school year begins. • Establish action plans and communicate them to the entire staff for implementation at the beginning of the next school year.ⁱⁱ

Summary

In effective schools, staff work together to raise the reading achievement of all students. The principal, reading coach, grade-level teams, and the Reading Leadership Team are the critical leaders who together will implement a coordinated, coherent, and high-quality plan for reading. The leadership must make the attainment of reading goals the school priority by understanding the standards, framework, and reading curriculum, as well as what constitutes effective instructional delivery, and how to interpret and use assessment data. Leadership functions must be distributed and nurtured, and important individuals and groups must have time to meet, plan, analyze data, and solve problems. These individuals and groups include the principal, a reading coach, and grade level teams. While the coach works most closely with classroom teachers, the Reading Leadership Team monitors the implementation of the Reading Plan.

